



Winhills Primary Academy

Behaviour Policy September 2024

Rationale

At Winhills we believe that it is essential for everybody to create a caring, supportive and positive ethos and environment for all. Children and adults thrive in a calm and purposeful learning community that respects and values every individual. We believe strongly that an emotionally literate school, with a clear ethos and policy of positive behaviour management, helps support the social and emotional aspects of learning and behaviour patterns of our children and staff.

Aims

- To create an enriched emotionally literate environment that is safe and secure.
- To create calm and purposeful learning environments where children can learn with confidence.
- To foster and maintain respect for ourselves and others, our cultures and backgrounds, well-being and property.
- To encourage all children to take responsibility for their own choices, and develop self-discipline, self-control and independence.
- To celebrate diversity, promote inclusion and enhance positive relationships in school.
- To enhance the quality of the learning and teaching through positive behaviour management and equality of access.
- To encourage children to reach their full potential by recognising their achievements and scaffolding their learning.
- To work in partnership with parents through effective communication to establish high expectations of behaviour and celebrate achievements.
- To support children with their behaviour using the resources within the school

Guidelines

This policy sets out clear guidelines and roles and responsibilities to ensure that policy is practice and to allow the effective communication of our shared vision and expectations.

It is our belief that good behaviour stems from excellent relationships, clear expectations that have been communicated effectively and are modelled and challenged by all, and by recognising and valuing achievement. It is also important to understand that we all make mistakes and that we can apologise and move forward without carrying our mistakes with us.

There are many complex reasons why behaviour expectations are not met and it is the duty of every adult to look carefully behind the behaviour to identify the underlying causes and support and tackle these hidden issues.

Collective Responsibility

Our school is a community in which many individuals (staff, parents and governors), in addition to the children are actively involved. All adults involved with school; staff, Governors, parents, have the responsibility to understand our behaviour expectations and systems and support the school with these. The behaviour of the children is the responsibility of everyone.

Parents need an understanding of the important role they play in their child's education and well-being. Parents are encouraged to respect the rules, policies and processes of the school. Home school agreements (Appendix A) are completed when a child starts at Winhills; these are signed by teachers, parents and pupils (if age appropriate).

School Rules

- Keep your hands and your feet to yourself
- Make safe choices
- Be kind and respectful to everyone and everything in school
- Always be honest
- Always do your best

Children are expected to comply with the DLPT Safety Code and Playground Code, as published in staff diaries:

Playground code	Safety Code
<ol style="list-style-type: none">1. Stay in the appropriate part of the playground2. Obey and respect all adults3. Show consideration to all children4. Place all litter in a bin/ compost5. Take care of the playground equipment6. Play safely7. Line up / walk in at the end of playtimes8. Walk into school9. Always use the correct entrances	<ol style="list-style-type: none">1. Never leave the school without permission2. Always walk inside the school building3. Ask permission before leaving the room4. Obey fire regulations5. Always tuck your chair in6. Only stay in a classroom at breaks if there is an adult present7. Use the toilets properly and wash your hands8. Treat everyone with respect and use good manners

Strategies used to encourage positive learning behaviours

- Rewarding and praising good behaviour.
- Use of assessment for learning to meet the needs of all pupils.
- Inclusion for all pupils.
- A curriculum that is exciting and engaging and reflects the values the community's cultural, social and linguistic diversity.
- Good classroom organisation and prior preparation.
- Self-evaluation.

Each class will also come up with their own expectations for their class that will link in with the School Rules.

Positive Behaviour Strategies - Whole-school

- All staff understand and demonstrate the school's core values and expectations.
- There is a focus on learning from all adults in school and the community.
- Positive behaviour, wherever it is observed, is noted and celebrated (e.g. Diamond Learners).
- School assemblies and PSHE lessons are used to promote and develop social and emotional skills.
- Clear boundaries of acceptable behaviour are established and shared.
- Achievements are rewarded to promote self-esteem through achievement assemblies, certificates, Dojo Points and the termly Reward Day.
- Children are supported by adults to resolve their own minor disputes.
- Adults support children to be able to self-regulate their emotions.
- The school council is recognised and valued as the student voice.
- Good attendance and punctuality is promoted and rewarded.
- All staff use clear management signals i.e., clapping, 1, 2, 3, 4, 5, bells to establish expectations.
- Year 6 Truly Trusted award is designed to promote role models and good behaviour.

Classroom Level

- Each class will have their own expectations designed by the class, linked to the school rules.
- Each teacher will reinforce behaviour through positive means.
- Promotion of the use of a quiet voice and a calm manner.
- Discussion and reflection - recognising that everyone needs to have their say and be listened to.
- The use of positive language to promote desirable behaviours.
- Our aim is to welcome every child in to the class and thanked at the end of the day with a smile and greeting, and throughout the day.
- Class Dojo will be used from Year 1 - Year 6. Each child has their own avatar and will be able to collect points for positive behaviours shown.
- Sunshine Rewards – In EYFS – Y5 there is a sun display. Every child has a peg representing the sun's rays. A wrong behaviour choice may lead to a child's name being moved down to a cloud. The child can move back to the sun through positive behaviour choices. A choice of activity is then given on a Friday afternoon for all those on the sun, to recognise good behaviour choices.

Individual child level

- Children are encouraged to take responsibility and engage peers in showing positive behaviours.
- Headteacher stickers and certificates.
- Marking and feedback policy.

- For pupils identified as needing an alternative behaviour system, Assess, Plan, Do Reviews may be used, these are shared with the pupil, parents and staff and are updated regularly.
- Pupils with SEND may have a specific plan, which is different to whole school policy to support their needs. This is completed in discussion with SENDCo and other specialist services if appropriate.
- For children who are at risk of exclusion, outside agency support will be requested (e.g. EWO, Ed Psych) and an individual action plan will be written.
- Vulnerable pupils with specific needs may be supported by a play therapist or our mental health trained member of support team.

Positive Recognition

Dojo Points – These are given to children to reward hard work, good behaviour, homework and other recognisable achievements. These can be traded for incentives from the Dojo Shop.

Reward Day – Every term a Reward Day takes place. This is to reward the children for positive behaviour and for completion of homework activities. If a child does not complete homework or has received yellow behaviour forms, they will miss some time on Reward Day; catching up on homework or reflecting on behaviour choices.

3R Award (Reliable, Responsible, Respectful) – This is a weekly award given to a child in a nominated class (rotated across the year). A short paragraph detailing why the child is receiving the award is put on their certificate, which is presented in assembly.

Winhills Achievement Cup (WAC) - This is a weekly award given to a child in a nominated class (rotated across the year). A short paragraph detailing why the child is receiving the award is put on their certificate, which is presented in assembly

Truly Trusted – The aim is for every Year 6 pupil to have this award before they leave Winhills. It is awarded when the pupil has demonstrated they can be trusted: responsible, respectful and reliable. These pupils are role models for the rest of the school. Pupils wear a badge to show that they have earned the award.

Diamond Learners – Pupils who have put in exceptional effort into their learning or have gone above and beyond to contribute to school life may be recognised as a Diamond Learner. The pupil will have a diamond certificate and will have the 'diamond' displayed in their classroom, until they pass it on to the next Diamond Learner.

Behaviour Consequences

Winhills has behaviour consequences proportionate to the level of behaviour.

Incident	Consequence	School Action
Initial Misdemeanour <i>Level -1 on Arbor (if needed)</i>	Verbal warning given.	
Repeat misdemeanour or inappropriate physical / verbal behaviour <i>Level -2 on Arbor</i>	Peg moved / time spent in at break or lunchtime	Record incident on Arbor Reflective conversation If appropriate complete an activity - e.g. letter of apology
Continued misdemeanour or more serious inappropriate physical /verbal behaviours , non-compliance of school rules <i>Level -3 on Arbor</i>	Referred to Key Stage Leader – time spent in at break or lunchtime A yellow form (Appendix B) may be issued depending on severity of incident	Record incident on Arbor Parent informed Yellow form (Appendix B) given to parent (if completed) If appropriate complete an activity - e.g. letter of apology
Continued misdemeanour or significant physical / verbal behaviours , non-compliance of school rules <i>Level -4 on Arbor</i>	Referred to SLT – time spent out of class A yellow form (Appendix B) issued	Record incident on Arbor Parent informed Yellow form (Appendix B) given to parent If appropriate complete an activity - e.g. letter of apology
Behaviours that are not safe for the individual child and the school community, this may include non-compliance or threatening behaviours, verbal or physical assault <i>Level -5 on Arbor</i>	A suspension (internal or external) of the child at the HT's discretion	Letter sent home alongside parent meeting DFE suspension and exclusion guidance followed. Record on Arbor Formally recorded

See levels of behaviour (Appendix C), used to categorise levels of behaviour on Arbor.
All negative levels of behaviour (level -2 onwards) to be recorded on Arbor (see Appendix D).
Incidents must be recorded as 'resolved' by the class teacher or SLT (depending on severity).

Time out

Children who are finding it difficult to control their emotions may choose to or be directed to spend time on a special table in their own class or a partner class. This will allow them to continue their learning or if this is not possible because of their emotional state, they can catch up during a supervised break time or lunchtime.

Angry or upset children should not be touched in any way unless being restrained by an appropriately trained adult or as a last resort where health and safety is a concern, but they must be aware of the risk this poses to themselves and children.

Children should be given space to calm down whilst supervised from a nonthreatening and safe distance at all times. This will protect children and adults and help prevent behaviour and incidents from escalating.

Positive Handling

Reasonable force intervention may be required for unseen behaviour, where permanent harm or loss of life, are risks. Staff can use their professional judgement to intervene as a last resort and must use minimum contact in order to lead, guide, or block a child to keep them and others safe.

Any intervention used must:

- a. Not impede the process of breathing;
- b. Not be used in a way which may be interpreted as sexual;
- c. Not intentionally inflict pain or injury;
- d. Avoid vulnerable parts of the body, e.g. the neck, chest and sexual areas;
- e. Avoid hyperextension, hyper flexion and pressure on a cross the joints;
- f. Not employ potentially dangerous positions

If physical intervention is required, this will be recorded in the school's serious incident log book by the involved staff member. Parents will be contacted by the class teacher or senior lead. A meeting to develop a supportive action plan for the pupil will be arranged.

School suspensions and permanent exclusions

The school follows national guidelines, policies and procedures when the regrettable decision to exclude a child is made. These are outlined in the document below:

<https://www.gov.uk/government/publications/school-exclusion>

Other policies which contribute to our behaviour policy are:

Anti bullying Policy

Equalities Policy

E-safety Policy

Safeguarding Policy

Positive Handling Policy

Further advice can be sought from www.gov.uk

Appendix A

Winhills Primary Academy - Home-School Agreement

It is policy for all schools that parents of school aged children should be invited to sign a Home-School Agreement which sets out how home and school can work together to support children's education.

Home School Agreement, Our school is:

- Caring and friendly;
- A supportive, stimulating learning environment;
- A place of co-operation, equality and respect;
- A place where high self esteem is fostered;
- A place where we aim for children to achieve their maximum potential, academically, socially and physically;
- A place where children are empowered to take responsibility for their learning and actions;
- A place where there is a love of learning which will be a foundation for children's future.

Our aim at Winhills is to create and maintain an environment in which children are enabled to develop academically, socially, emotionally and personally. This agreement aims to set out general principles regarding the duties and responsibilities of the School, the Parents and the Children. It is intended to be a shared commitment with the overall aim of raising standards and striving to ensure that all children achieve their potential.

All at Winhills Primary Academy believe in partnership. Good education can only happen if everyone works together towards the same aims. Each of us has a part to play. This statement of rights and responsibilities is our contract with each other. It is the responsibility of each individual to observe the rights of the other members of the school community.

Winhills Primary Academy has the right to:

- Expect respect for its aim of providing a broad and balanced curriculum which meets the children's needs;
- Be informed of any concerns or problems by the children or their parents;
- Be part of the community the school serves.

School responsibilities:

THE SCHOOL WILL

- Provide a broad curriculum;
- Value the child as an individual;
- Ensure equal opportunities for all within the community;

- Encourage children to do their best at all times and to achieve their full potential;
- Encourage high standards of behaviour and discipline in order to maintain a safe and orderly school community;
- Contact parents about any concerns or problems that affect their child's work or behaviour;
- Provide information to parents on their child's achievement and progress, both socially and academically;
- Keep parents informed about school activities and general school matters through regular letters home, newsletters and notices about special events;
- Contact parents if there is a problem with attendance, punctuality or equipment.

All school staff are expected to:

- Ensure that children are happy in school and enjoying their education;
- Ensure that the school is a safe and friendly environment;
- Ensure that each child achieves his or her full potential as a valued member of the school community;
- Meet with parents to share learning targets for each child;
- Provide a balanced curriculum to meet individual needs;
- Achieve high standards of work and behaviour through building good relationships;
- Formally inform parents of children's progress each term and maintain regular contact as necessary;
- Inform parents what is being taught each term;
- Give and mark appropriate work;
- Ensure that the learning environment is clean, well maintained and visually interesting.

HEADTEACHER'S SIGNATURE

Date: September 2024

Review: September 2026

As a parent/carer I have the right to :

- Be informed of my child's progress through reports and meetings;
- Expect my child to be encouraged to do his or her best;
- Expect my child's individual needs to be met.

As a parent/carer I have the responsibility to:

- Uphold the values of the school;
- Ensure that children arrive on time, having had a good night's sleep, eaten breakfast, are dressed appropriately and are ready for learning;
- Take the opportunities provided by the school to discuss my child's progress;
- Support my child's learning at home;
- Ensure my child has the highest possible level of attendance and when absent inform the school of the reason;
- Ensure my child is on time and properly equipped;
- Support school guidelines for uniform and behaviour;
- Support the homework policy by helping with reading, spelling, maths and multiplication tables;
- Ensure that the school always has up to date telephone numbers in case of emergency;
- Pay for replacements books or school equipment where these are lost.

PARENT'S SIGNATURE.....

PARENT'S NAME (please print)

Date:.....

Children have the right to:

- Be encouraged to do their best at all times;
- Be respected as an individual;
- Feel safe at school.

CHILDREN WILL: -

- Come to school regularly and on time;
- Be ready to work and learn, doing my best in work and play;
- Show respect for all in our school;
- Keep myself and others safe;
- Think about other people before doing or saying anything;
- Take good care of the school equipment and environment;
- Make sure my homework is completed;
- Keep to our classroom and playground rules.

CHILD'S OR PARENT'S SIGNATURE.....

CHILD'S NAME (please print).....

Date:.....

Appendix B
Winhills Primary Academy: Yellow form



Date: Time:	Class and Year:	Name:
Yellow form: 1 2 3 4 (please circle)		
Incident and location:		
What led up to the incident and were there any possible triggers?		
Reported to:	Reported by:	
Action taken:		
Signed:		Date:

This form must be handed to a member of SLT as soon as possible. A copy must be provided to the parent / carer on the day of the incident.

Appendix C

Levels of behaviour – Arbor

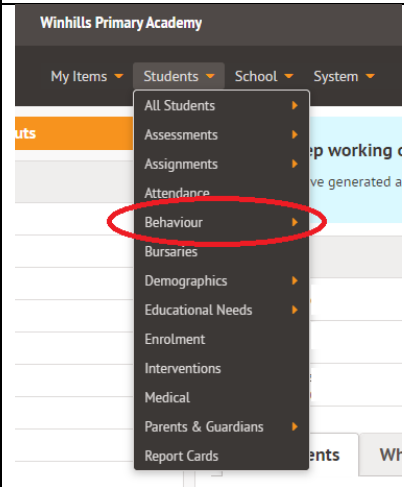
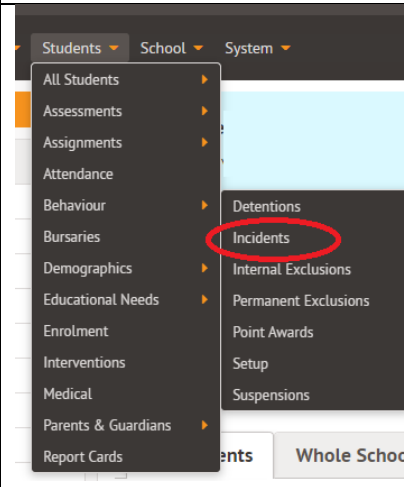
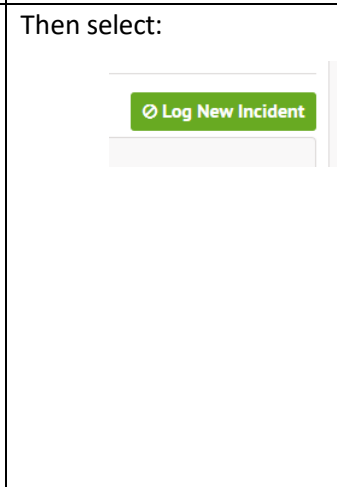
Use this guide when reporting behaviour incidents. The age or understanding of the child may impact on severity (level) of the incident. *The behaviour traits are not an exclusive list.*

Level	Behaviour	Automatically reported to
-5	Extreme physical violence Behaviour that puts themselves or others at risk or in danger (H&S) Prolonged bullying Possession of a weapon Prejudicial Incident – intentional Inappropriate sexual behaviour	Headteacher Deputy Headteacher Phase Leader Class Teacher
-4	Intent to hit/strike/assault – adult Intent to hit/strike/assault – Pupil Inappropriate touching Bullying	Headteacher Deputy Headteacher Phase Leader Class Teacher
-3	Damaging property / graffiti Theft Dangerous play Fighting Hitting an adult in school Prejudicial incident – non-intentional Verbal abuse Answering back / arguing with an adult Disruptive behaviour – impact on learning Refusal Throwing objects	Headteacher Deputy Headteacher Phase Leader Class Teacher
-2	Defiance Leaving area of learning without permission Misuse of classroom equipment Refusal Bad language Unkind / making fun about another	Class Teacher
-1	Disruption – minor Not following instructions first time Rough play Other – minor	Class Teacher

Appendix D

Arbor – Guide to adding behaviour incident

Students – Behaviour – Incidents

Step 1:	Step 2:	Step 3:
		<p>Then select:</p> 

To log a New Behavioural Incident:

- Select the date.
- Event (if appropriate) – this is a general area e.g. KS2 lunch, or a specific classroom
- Time of Incident
- Students involved – can be one or more – this needs to be the student whom the behaviour is related to, the perpetrator
- Behaviour – there is a drop down list with severity of incident ranging from -1 negative to -5 negative. Choose the behaviour that best fits the incident. If there is something missing we can add to the list.
- Assign to staff member - -3 negative to -5 negative will automatically alert class teacher, DHT and HT. Often class teacher will be the assigned person, but if you want a different sort of support you could add someone else, e.g. team leader, safeguarding support

Log New Behavioural Incident

Date of incident* 21st Sep 2023

Event

Time of incident*

Students involved*

Behaviour*

Assign to staff member* Nicola Harradine (Head Teacher)

Incident summary

Staff involved Nicola Harradine (Head Teacher)

Location

Create as separate incidents ☐

Cancel Next

<ul style="list-style-type: none"> • Incident summary – factual – what happened, who did what? Any mitigating circumstance? Outcome of the incident/ • Staff involved – will automatically come up with whoever is logging the incident, but needs to be who dealt with the incident / witnessed it, Can be more than one person • Location – drop down list of places 	
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Click NEXT

Having incidents logged in this way will enable us to have a more detailed view of anyone struggling, it will help us to log evidence for behaviour support and SEN support.

It will also support with consistency in response.

Parents cannot see the behaviour logs at the moment, although we do have the opportunity to share significant incidents via email / text in the future.

Once uploaded, select staff will be informed of incident. Class teacher or member of SLT (depending on the severity of incident) will need to change status to resolved.

Date/Time	Severity	Behaviour	Students Involved	Status
	Level 3 Negative			Not Resolved
	Level 1 Negative			Resolved
	Level 1 Negative			Resolved

Before resolving the behaviour incident, there is an option to add additional notes at the bottom of the page as well as upload a yellow form (if issued).

« Back

Behavioural Incident

Incident details

Behaviour

Narrative

Date/time of incident

Severity


Location

Event

Status

Student Participants

Behavioural Incident Docu...



Drag or click to upload

Delete

Take Action ▼

Resolve for my students

Resolve for all students